**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard: 2.NBT**  **The Envision Lesson: 4.2 Number: Models for Tens and Ones** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Materials: 100 connecting cubes per group  Real-world connection— I have 20 pieces of candy. How many groups of 10 can I make? | Ones  Tens |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Spiral Review. | * Choral Responses   Partner Responses   * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Vocabulary Game 2. How will you provide multiple opportunities for vocabulary to be used in context? Play — “Hear The Vocabulary Word Game” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Pose the problem – How can you use your connecting cubes to show the number 23? Can you think of more than one way?*  *Model how to do this – use connecting cubes to make 27, 32, 34, then give students other numbers to make with their connecting cubes.*  *Turn to your neighbor and explain how you made your numbers.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Connecting Cubes — have children model 34 using connecting cubes to find out how many groups of 10 they can make. Be sure to show that the 3 is in the tens place and tells how many tens there are in 34. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Roll a number on dice. Write the number. Draw a representation of the number. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Look at independent practice. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
|  | |
| **HOMEWORK** | |
|  | |